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ABSTRACT

The first three sections of a videotape series intended for an on-going training program for administrators, assistant teachers, and teachers participating in the Mississippi Reading Improvement Program are described in this manual. It begins with information concerning the presentation of videotape segments, and contains sections on three video segments: time-on-task, team planning, and teacher leadership. Each section deals with the preparation for the segment, the concepts to be developed, the script synopsis for the videotape, preview and follow up questions, an introduction to handouts on the subject, handouts, and follow-up activities. Appendixes contain a child observation format and related instructional materials. (EL)

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MISSISSIPPI READING IMPROVEMENT PROGRAM
TEACHER/ASSISTANT TEACHER
RESOURCE MANUAL FOR VIDEOTAPE SERIES
SEGMENTS ONE - THREE

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PURPOSE

The purpose of this manual is to assist school districts in conducting in-service training for Teachers, Assistant Teachers and Administrators in the implementation of the Mississippi Reading Program. The inservice topics included in this manual are the first in a series of subjects upon which information will be developed and disseminated in order to improve instructional techniques and strengthen the teaching team.

This manual is designed with sectional dividers and three-ring-notebook holes so that a notebook for use with this program may be compiled, if so desired. The suggestion is, as additional materials are received, that they be placed in the appropriate section of the notebook for future reference.

Even though the Teacher/Assistant Teacher Program is referred to as the "Mississippi Reading Improvement Program," it is, in fact, a basic skills emphasis program. Teachers, Assistant Teachers and Administrators should be reminded of this fact so that instructional activities conducted by them reflect the basic skills areas. The topics presented in this manual: Time-On-Task, Team Planning, and Teacher Leadership will provide a foundation upon which instructional areas can be developed and expanded to meet the specific needs of the local school district.

PRESENTATION OF VIDEOTAPE SEGMENTS

This videotape series is intended to be shown as part of the on-going training program for administrators, assistant and classroom teachers participating in the Mississippi Reading Improvement Program. When used with a group, the presentor should preview the materials, introduce the program, lead the discussion, prepare needed handouts, and assign follow-up activities. No training should be considered complete until the participants have had the opportunity to participate in at least one follow-up activity and share any results and reactions with either the training group or with collegues.

Each videotaped sequence runs approximately five-seven minutes in length. The programs should be presented one at a time in fifty-sixty minute sessions over several weeks time. This will allow about forty minutes for discussion and reviewing of desired portions at each in-service session.

A typical training session might be organized as follows:

1. Introduce the concepts to be discussed and demonstrated in the program. (10 - 15 minutes)

   Each program script will identify the concepts to be developed in that viewing session. Appropriate handout information presented in this manual as well as several previewing questions may be utilized to establish a mental set or readiness for each training period.

2. View the videotape. (10 minutes)

3. Re-examine the preview questions and discuss the follow-up questions. (20 minutes)

   When appropriate, portions of the videotape should be replayed to verify a point-of-view, illustrate an important point, or re-examine how teachers and assistants performed a particular task.

   Remember, the value of the videotape program is that it is concise and it is permanent. Use both of these features to your advantage when presenting each session.

4. Plan for follow-up activity. (15 minutes)

   Participants should work together to select at least one of the follow-up activities to try when they have completed viewing the videotape. Questions that will need to be addressed by the inservice leader in advance of the activities are:

   a. What will be the responsibility of each person in the completion of this activity?

b. Will any materials need to be made?

c. How will the participants know if they have successfully completed their activity?

d. How and to whom will results of each activity be reported?

When introducing the tapes it is important to make the following points:

* Each program is a demonstration of a concept which can be adapted for many different instructional purposes in a variety of instructional settings.

* Each program is intended to illustrate an idea and to motivate discussion. It is not intended to portray the only way of implementing each idea in the classroom.

* Each viewer should remember that children vary. Your children may or may not react like those in the film.

For viewing the series of videotapes a one-half inch VHS projector and a TV monitor are needed.

To promote the optimum participation it is suggested that the inservice session be conducted on a day other than Monday or Friday. It is also suggested that 8:00 a.m. or 9:00 a.m. be given consideration as a time to conduct the training rather than afternoon sessions due to participant fatigue.

SECTION I

TIME-ON-TASK VIDEOTAPE SEGMENT

PREPARING TO CONDUCT INSERVICE TRAINING FOR THE TIME-ON-TASK VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on time-on-task. It is the intent of the State Department of Education to provide resource material which would enable a school or school district to provide a fifty to sixty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice session and for classroom use.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examining certain portions of the tape with those in attendance.

CONCEPTS TO BE DEVELOPED

1. The goal of time-on-task is to keep pupils on the correct learning task, at the appropriate instructional level, for the proper amount of time needed in order for it to be successfully completed.

2. Pupils spending time-on-task can easily be distinguished from those not on task via teacher observation.

3. Time-on-task is always facilitated when teachers use effective group management and teaching techniques during instruction.

SCRIPT SYNOPSIS FOR VIDEOTAPE
TIME-ON-TASK

To increase pupil time-on-task is one of the goals of Mississippi's Assistant Teacher Program. Time-on-task usually refers to either the amount of instructional time in number of minutes, or the proportion of classroom instructional time, that pupils are personally involved in academic learning activities. Pupil time-on-task serves as:

(1) a behavioral indicator of pupil learning on a daily basis;
(2) a directive for teacher behavior and pupil achievement; and
(3) a predictor of pupil achievement in basic skill areas.

Time-on-task provides a measure of actual pupil involvement with the learning task which has been assigned to them. Practically speaking, the goal of time-on-task is to keep pupils on the correct learning task, at the appropriate instructional level, and for the proper amount of time needed in order for it to be successfully completed.

The Assistant Teacher Program has considerable potential for increasing pupil time-on-task because of the opportunities it offers for more frequent meaningful contact for the pupil with the teacher and assistant teacher. On a daily basis, teachers and assistant teachers can help pupils get back on task and stay on task in both large and small group settings. This is accomplished by consistent observations of students and willingness to offer alternative learning activities to better accomodate individual learning styles.

In order for the teaching team to skillfully observe students while instructing it is vital for the teacher and assistant teacher to recognize the types of attending behaviors desired. Physically participating in a task such as looking at the teacher, book, worksheet, paper or chalkboard is considered time-on-task behavior as long as the material being observed pertains to the lesson being taught. The same can be said for work behaviors observed such as solving problems, underlining, moving lips while reading or manipulating instructional aides. Interaction between teacher or assistant teacher and pupil or a group of students involving subject matter taught is also considered a positive time-on-task response.

Even in the best teaching situation students will stray off task. There are reasons for this - some related to the school environment, some related to factors outside the classroom.

Examination of teaching circumstances which tend to lead the student off task include poor planning resulting in instructional lags or "dead time," assignment of activities that are not constructed on the instructional level of the student, too many passive activities where pupil participation is reduced to the minimum, and failure to utilize the physical facilities to promote attending behaviors.

Other environmental circumstances causing problems in pupil's ability to stay on task could stem from lack of sleep, hunger, no preschool experience, sensory or nervous system impairments, and/or immaturity. Immediate identification by the teaching team of behaviors signaling off-task responses such as daydreaming or staring out the window, walking around

the room without purpose, repeated talking to peers on topics not related to the lesson, and confusion in following directions can prevent low student achievement and high frustration on the part of both the teacher and the learner.

During large-group periods, teachers and assistant teachers can quickly survey the total class to determine which pupils are on task and which are not. As pupils who are "off task" are located, a few moments of observation by the teacher and assistant teacher will usually reveal the sources of distraction. In some cases, it may be necessary to ask the pupil why he/she is not doing the assigned task before taking steps to get him/her back on task. For example, during this large-group period...(zoom in on individual examples) as shown, maintaining pupil time-on-task during large-group periods depends on the observation skills of teachers and assistant teachers as well as teacher-to-pupil contact.

During small-group periods, there are some techniques which teachers and assistant teachers can use to maintain pupil time-on-task during the instructional process. For example, hand-held response cards can be used so that all pupils are permitted to answer every question (zoom in on example).

Another example involves the use of pupils' bodies during instruction (zoom in on examples). As shown, these two techniques are preventive measures; they help prevent pupils from getting "off task" during small-group instruction. A quick way to get pupils back on task during small-group instruction is to call them by name as soon as they become inattentive (show examples).

The physical arrangement of the classroom is an important factor in increasing pupil time-on-task. For example, the classroom should provide one or two places where individual pupils who seem to be easily distracted can be taken to do their work (show this); however, steps should be taken to help these pupils overcome the need to be isolated from the rest of the pupils. Also, the learning center should be situated so that it is easily accessible (show this) to pupils and the assistant teachers. Another idea related to physical arrangement is the importance of locating a table for small-group instruction near the assistant teacher's area of the classroom (show this) so that traffic within the classroom is kept at a minimum.

In summary, pupil time-on-task is increased by an appropriate physical arrangement for the classroom, skillful observation of pupils by the teacher and assistant teacher during large-group periods, and the implementation of pupil involvement strategies during small-group periods.

PREVIEW QUESTIONS

1. What does the term "time-on-task" mean to you?

2. If you wanted to evaluate a child's time-on-task behavior, how would you go about it?

3. In what ways do you think time-on-task is related to student achievement?

FOLLOW-UP QUESTIONS

1. How can we construct learning tasks so that the student's on-task behavior is as strong near the completion of an activity as at the beginning?

2. What are preventive measures for controlling time-on-task? What two activities did the film use to demonstrate this technique?

3. Is the behavior exhibited when the student is on-task, one that is learned or one that develops through growth and maturation?

4. What should teachers reasonably expect from first grade children in terms of time-on-task behavior?

This may be disseminated as information to assistant teachers, teachers, and/or administrators.

INTRODUCTION TO TIME-ON-TASK HANDOUT

What portion of a teacher's allocated teaching time is actually spent on teaching? Similarly, what portion of a learner's allocated learning time is actually spent on the learning activity? Time-on-task has recently emerged as a variable which is consistently and positively related to student achievement. Time-on-task usually refers to either the amount (number of minutes, hours, etc.) or the proportion of classroom instructional time in which pupils are involved with academic learning activities - - not including time spent in management (discipline), transitional (eg. putting away supplies), and other (eg. walking around, doodling) activities. (1)

Allocating a specific amount of time for teaching does not mean that each student is engaged in instruction or in a learning activity for the entire time. One study found that the average amount of time-on-task in all classes observed was 50 percent. Further, it was found that the amount of on-task time between different students in the same class varied by as much as 30 percent. (2) These figures become significant as more and more studies point toward a positive relationship existing between time spent on learning and student achievement.

Learning to deal with time-on-task requires that teachers and administrators first learn to recognize on-task behaviors. Exhibit 1 shows how on-task behavior can be divided into three catagories: attention, work and interaction. Those overt behaviors which do not fall into one of the above catagories (such as sharpening a pencil or chatting with a friend) are designated as off-task behaviors.

Exhibit 1: Assessing Overt Behavior

Overt on-task

Attention:

Looking at teacher, book, worksheet, paper, chalkboard, etc. (That is, physically attending to a task.)

Work:

Taking notes, solving problems, underlining, moving lips while reading, etc. (That is indicating that the student is working.)

Interactions:

Talking to the teacher or to a peer about academic matters, asking questions, etc.

Overt off-task

Watching something out the window, sharpening a pencil, talk that is not related to class work. (That is, any behavior not relevant to one of the three on-task categories.) (3)

Given the ability to recognize on-task behavior, teachers and assistant teachers can begin to structure class time to control those external and internal activities or interruptions which detract from instruction.

Becoming aware of time-on-task behavior may help teachers and their assistants to evaluate a little more carefully the instructional methods they employ and raise their awareness concerning how their students spend learning time in the classroom. Such evaluation will help to increase achievement and enhance instructional effectiveness.

REFERENCES

1. Cornbleth, Catherine. "Questioning Time-on-Task," Viewpoints In Teaching and Learning, 56: 107-113, 1980.
2. Filby, N. N., R. S. Marliane and C. W. Fisher. "Allocated and Engaged Time in Different Content Areas of Second and Fifth Grade Reading and Mathematics Curriculum." Paper presented at the Annual Meeting of American Educational Research Association, New York, N.Y., April, 1977.
3. Anderson, L. W. "An Empirical Investigation of Individual Differences in Time to Learn," Journal of Educational Psychology, 68: (2): 226-233, 1976.

This handout is designed to be used in conducting inservice training with administrators and teacher/assistant teacher teams. It should be used in conjuction with the video tape on Time-on-Task.

INSTRUCTIONAL TECHNIQUES TO PROMOTE TIME-ON-TASK BEHAVIORS HANDOUT

* Good Planning
  Plan activities that are designed to stimulate, yet not frustrate. Children learn and work at different levels. Take this under consideration when setting short and long range goals.

* Action Based Activities
  Construct materials which allow the child to actively participate in the learning process.

* Utilization of Small Group Instruction
  Reinforcing concepts introduced in large group settings through small group instruction allows for more specific questions and comments to develop from teacher or assistant teacher and pupil interaction. Activities involving the child through action and movement increase on-task time.

* Thorough Knowledge of Subject Matter
  Preparation of lesson prior to teaching allows the child to be the main focus of the teacher's eyes and thoughts - not the teaching manual or notes.

* Overplanning
  Develop several activities relating to the primary objective of the lesson so children may move from one completed task to another. Alternative activities may be necessary if the one planned is not working satisfactorily.

* Communication of Information and Directions in a Simple, Concise Manner
  Delivery of information and/or directions using appropriate instructional vocabulary for the level of children being taught will increase the child's interest on the task at hand.

* Use of Motivational Activities in Advance of Primary Information to be Introduced and/or Discussed
  Activities to stimulate student interest should relate to the lesson and promote active participation on the part of the student.

* Physical Arrangement of Classroom to Promote Attending Behavior
  Classroom seating can be arranged and re-arranged to best fit instructional needs while teaching particular concepts. The child or children who are easily distracted should sit near the instructor and away from windows, doors, or peers that could promote off-task behaviors.

This may be disseminated as information to assistant teachers, teachers and/or administrators.

INSTRUCTIONAL TECHNIQUES TO ASSIST TEACHERS IN RETURNING CHILDREN TO LEARNING TASKS HANDOUT

In the best of teaching situations children will occasionally take detours from learning. The teacher and assistant will need to possess a variety of behaviors that will lead the child back to the teacher assigned task. The following list of instructional techniques that teaching teams may employ to quickly return the student to the assigned learning task is incomplete. Teaching teams and/or individual team members should be encouraged to list additional behaviors they feel could be employed to minimize time spent off-task by students in the classroom.

1. Upon identification of student not on task verbally remind him to "get back to work."

2. Upon identification of student off task the teacher or assistant may intervene at the child's work area asking questions, providing assistance in re-explanation of task and so forth. He/she remains until child is working independently again.

3. Isolate a student at another work area should he/she be distracted by students in his/her group.

4. If a large number of students are distracted, investigate and decide if more learning could take place if your lesson was postponed several minutes enabling the distracting activity to become an opportunity for learning. (A rabbit outside in the school yard searching for food is an example of such a distraction.)

5. Small group instruction enhances on-task behaviors as instruction is more personal.

TIME-ON-TASK
FOLLOW-UP ACTIVITIES

Activities for Inservice Use

1. Review and discuss the following handouts: (1) Introduction to Time-on-Task, (2) Instructional Techniques to Promote Time-on-Task Behaviors, and (3) Instructional Techniques to Assist Teachers In Returning Children to Learning Tasks. (These handouts may be used before or after viewing the tape.) Use videotape excerpts to stress or illustrate the important points on the handouts when appropriate.

2. Review and discuss Child Observation Format found in Appendix A stressing this is not to interfere with with instruction. Possible observers could include the principal or assistant teacher coordinator. Occasional periods of observation of student's time-on-task behavior in alternating fashion between the assistant and teacher will also allow the team to observe pupil rapport with each member as well as identifying strengths and weaknesses in the instructional day.

3. Allow the teaching teams to construct two instructional aids which will promote time-on-task behavior from students in the classroom. Suggest one pertain to math, the other to a language arts area. In order to utilize the activity in daily instruction suggest in advance that teaching teams bring teaching manuals in the areas of math and reading. Examples are included in Appendix B.

Activities to be Used in the Classroom

1. There are several methods of measuring time-on-task in the classroom. One method which can be used is by watching one student in the class for five seconds and coding his or her principal behavior, then watching another for five seconds, and so on in random order. When all students have been observed start the same process over. Estimates of the amount of on-task behavior can be made by dividing the number of children on task by the total number of children participating.

2. Have your teachers or assistant teachers used the yes - no techniques used in the film.

3. Teaching teams may wish to try the body participation method shown in the film for science demonstrating the earth on it's axis as it rotates around the sun. Involving as many children as possible to keep the class attentive.

SECTION II

TEAM PLANNING VIDEO SEGMENT

PREPARING TO CONDUCT INSERVICE TRAINING FOR TEAM PLANNING VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on team planning. It is the intent of the State Department of Education to provide resource material which would enable a school or school district to provide a fifty to sixty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice sessions and for classroom use.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape, participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examining certain portions of the tape with those in attendance.

CONCEPTS TO BE DEVELOPED

Team planning is a necessary prerequisite for the success of the Assistant Teacher Program. Although planning together will not guarantee the success of the teacher-assistant teacher teams, lack of team planning will almost certainly guarantee their failure.

Team planning must be done on a regular, on-going basis to accomplish both immediate and long range goals.

Team planning provides the arena in which communication skills between team members can develop.

SCRIPT SYNOPSIS FOR VIDEOTAPE
TEAM PLANNING

In order for the Assistant Teacher Program to be effective, team planning must be an integral part of the program. The teacher and the assistant teacher must function as an instructional team, as a result of the planning they do together on a regular basis. Three components of team planning are considered necessary if planning is to be consistently successful. First, planning for ways to effectively deal with individual pupil behaviors must be done. Secondly, it is necessary to plan for upcoming daily and weekly activities relating to the instructional management plan for objectives and evaluative methods to insure those objectives have been met. Thirdly, long-range planning, such as unit lesson plans and seasonal activities, should be done as a team.

Team planning for ways to deal with individual pupil behaviors should grow out of classroom experiences with various children. For example, recalling the various behaviors of pupils, shown during the previous videotape about time-on-task, (show segment of previous videotape), serves as the guide for team planning about how to deal with these behaviors (show team in conversation). As shown, the teacher and assistant teacher identified pupil behaviors, and in some cases particular students, which require special attention, exchanged ideas for dealing with behaviors, and agreed on a set of signals that they, as a team, would use to communicate with each other.

Not only is it necessary to plan for individual pupil behaviors, but it is also necessary to do team planning for the daily and weekly instructional activities that will be conducted within the classroom (show team doing planning - teacher voice going over reading and reference to AIM). As shown, the team planned ways the assistant teacher would assist the pupil who might have trouble with the particular concept being presented, so that his/her lack of understanding would not "hold back" the rest of the pupils. The team discussed the following day's instructional and evaluation activities with regard to the role each would assume. Lastly, the team discussed and planned instruction and evaluation activities for the following week.

Daily and weekly team planning provides the framework for long-range planning. As a team, the teacher and assistant teacher can discuss both individual and class goals (show planning). Another aspect of long-range planning is that of unit planning (show planning). As shown, the exchange of ideas between the teacher and assistant teacher:

(1) stimulated the thinking of each;
(2) identified the roles each would assume during the unit; and
(3) provided a sense of "joint ownership" for delivery of the unit of instruction.

In fact, the verbs contained in these three ideas serve as the summary for effective team planning. Team planning should stimulate the thinking of both the teacher and the assistant teacher; it should identify the roles of each team member, the instructional material activities which will be used, and the students who will need special attention; and it should provide a sense of "joint ownership" for the instructional program offered within the classroom.

PREVIEW QUESTIONS

1. Discuss this statement: Since the teacher is the certified professional in the classroom, it is more important for him/her to plan than it is for the assistant teacher.

2. Consider the following situation: The teacher and the assistant teacher either did not adequately plan together for an activity or did not communicate their plans and ideas clearly with each other. Describe what happened.

FOLLOW-UP QUESTIONS

1. How are the key words stimulate, identify, and provide related to the concept of team planning?

2. What are the three levels of planning behavior discussed in the film? Give an example of how you use each level in your classroom.

This may be disseminated as information to assistant teacher teams and/or administrators

INTRODUCTION TO TEAM PLANNING HANDOUT

What is planning? A plan is a projection of what is to be accomplished to reach desired goals. It is basically concerned with determining what is to be done so that practical implementing decisions may be made. Planning comes before doing. Planning is a process for determining "where to go" and identifying the requirements for getting there in the most effective and efficient manner possible. Planning, it has been said, is a reliable substitute for good luck!

Planning is not a new concept in teaching. Teachers have been doing it for years. The Assistant Teacher Program, however, adds a new element to the classroom - - another team member. If planning is important to the individual classroom teacher, it is vital to the success of the instructional team. Imagine how ineffective a team of carpenters would be at constructing a house without coordination and planning. Predict the win-loss record for a football team whose eleven players each approach the game with their own individual game plans. In good schools, good teachers have always worked together. It's no different with teams of teachers and assistant teachers.

Teaming is not easy, however; it becomes easier if teams work to establish effective teaching techniques. Teaming has been compared to a Chinese marriage. If marriage is difficult to keep going when one selects his own partner, consider the problem when someone else selects his partner! That is how most of the teacher-assistant teacher teams come about. The teacher is guided by the principal to two or three assistant teachers seated together at a table. He says, "Mr./Mrs. Jones, I'd like you to meet Mr./Mrs. Smith, your new assistant teacher." It's a Chinese marriage! Cooperative planning for the instructional activities which occur in that classroom is the key which will determine whether or not the marriage will become a success.

Planning, at least two hours a week, will allow the team to identify and establish instructional goals as well as to share ideas and concerns regarding classroom management and instructional techniques. It will allow the team to share responsibilities according to member interests and abilities. Adequate communication between the team members will make it possible to extend time-on-task learning for children grouped according to test data and other criteria. Planning will enable the team to efficiently reassign students if necessary, and to explore new learning experiences and activities not previously used. The team potential will greatly be enhanced if consistent planning and instruction based on that planning is achieved in conjunction with on-going evaluation. Planning on the basis of defining individual or group needs is essential if instructional time is used efficiently.

Team planning is as basic to the assistant teacher/teacher concept as the participants themselves. Continued development of the life of the team is dependent upon situations promoting team communication. It is in this regard that the planning session is viewed as the perfect arena and should be an intricate part of the team routine.

This may be disseminated as information to assistant teacher teams and/or administrators.

DECISIONS REGARDING PLANNING HANDOUT

Since team planning is an intricate component of the assistant teacher program decisions regarding various aspects of planning will need to be made by teachers, assistants and supervisors. Listed below are areas requiring thought and decision by all involved. Some areas will be administrative in nature, others teachers and/or assistants will need to consider. In view of this information perhaps teams and supervisors will address these issues and others unique to their situation if they have not done so previously.

1. Schedule planning time when no students are in the classroom requiring instruction or supervision.

2. Routine established for planning - daily, three times a week, once a week.

3. Each team member records lesson plans in plan book.

4. Length of planning session.

5. Participants of planning session - teacher, assistant and principal (on a routine basis).

6. Instructional materials reviewed and studied during planning sessions.

7. Instructional materials made during planning sessions.

8. Discussions concerning individual children, their needs and how they may be met.

9. Discussions of classroom management techniques which have and have not proved successful and why.

Others:

_____

_____

TEAM PLANNING
FOLLOW-UP ACTIVITIES

1. Role play situations involving several teams may be staged to demonstrate various aspects of planning. In portraying various situations the teams should be assisted by the presentor in developing the best planning strategies to solve the problem(s). Suggestions from those in attendance should be encouraged in order to increase the possible strategies discussed. Possible situations which could be dramatized include:

   (a) Planning to meet the needs of a child in the class whose behavior disrupts those seated near him.

   (b) Planning a new concept with new material not previously taught by the teacher.

   (c) Planning to meet the needs of a child who is repeating the first grade and has still not mastered the basic math concept of sets.

   (4) Planning for a parent conference later in the day with a parent who has requested to meet with the team because she feels her child is "picked-on" by his peers in class.

2. Working in small groups, allow teams and supervisors or principals to review and discuss the handout material on planning decisions included in this manual.

3. Provide fifteen-twenty minutes for teaching teams to develop materials needed to introduce a concept to students during the next week. This activity will require that teams bring planning materials and teacher's manuals to the session.

SECTION III

TEACHER LEADERSHIP VIDEO SEGMENT

PREPARING TO CONDUCT INSERVICE TRAINING FOR THE TEACHER LEADERSHIP VIDEO SEGMENT

The following information will assist persons in presenting the videotape segment on teacher leadership. It is the intent of the State Department of Education to provide resource material that would enable a school or school district to provide a fifty to sixty minute inservice program on this topic. Enclosed you will find several handouts which may be duplicated for dissemination as well as preview questions, follow-up questions and follow-up activities for the inservice session and for classroom use.

Before beginning the session the inservice leader should review the information on concepts to be presented and preview the tape. To best utilize the tape participants should view it once and then the session leader should highlight the points he/she feels are pertinent to the situation by re-examining certain portions of the tape with those in attendance.

CONCEPTS TO BE DEVELOPED

Teachers are the instructional and managerial leaders in the classroom.

Teachers are responsible for establishing a routine which is appropriate to the learning needs of the pupils and at the same time realistically attainable.

Teachers must be good communicators if they are to effectively utilize the assistant teacher in their classroom.

SCRIPT SYNOPSIS FOR VIDEOTAPE
TEACHER LEADERSHIP

With strong, administrative leadership as a foundation, strong teacher leadership within the Assistant Teacher Program can become a reality. As instructional leaders, teachers are responsible for the management and control of their classrooms. Effective management will include both communication, as well as, organizational aspects of leadership.

In terms of communication, each teacher is responsible for sharing managerial as well as instructional ideas with his/her assistant teacher (show this) for identifying the role that each member of the team will assume in order to maintain control during large-group activities (show this), and for developing a set of signals which can be used with his/her assistant teacher to ensure smooth operation of the school day (show this).

In terms of the organizational aspects of classroom leadership, each teacher will need to develop a routine which is appropriate to the learning needs of the pupils and which is realistically attainable. The daily schedule of activities should be consistent, resulting in the assistant teacher and the pupils becoming familiar with it and secure in their work day (show this). The scheduling of activites should utilize the presence of the assistant in the classroom with increased small group and individual instruction. Activities should be constructed to allow motivational activities as well as group clean-up without teacher pressure on pupils to "hurry up."

Although it is important to have a routine, the teacher should make sure that the routine does not override flexibility of instruction. For example, if a planned instructional activity does not seem to be very effective the teacher and/or assistant teacher should have an alternative activity available (show this). Or, when pupils are obviously enjoying and benefiting from an instructional activity, the teachers as instructional leaders should recognize this and make allowance for continuation of the activity beyond the usual allotted time (show this).

Without question, the strength of program delivery rests with the classroom teacher. The leadership skills so exhibited by him/her in not only instructional areas, but program development and interpersonnel communication will determine the real success of the program in improving the learning environment of the children in our state.

PREVIEW QUESTIONS

1. A. What are characteristics admired most about those we consider to be leaders?
   B. What are characteristics least admired about those we consider to be leaders?

2. What are some of the leadership qualities most needed in the teacher to best utilize the Teacher/Assistant Teacher instructional concept?

FOLLOW-UP QUESTIONS

1. List several ways the teacher may organize materials for the instructional day utilizing ideas, suggestions and modifications suggested by the assistant.

2. Discuss behaviors the assistant may exhibit that will promote the notion of the teacher as the leader of the team.

3. Which method of communication - verbal or non-verbal between teacher and assistant would be considered best in the following situations?

   1. large group instruction

   2. small group instruction

   3. independent work settings

   4. playground activities

   5. learning center work periods

4. What are some non-verbal techniques which could be employed in each of the situations listed above?

This may be disseminated as information to teachers, assistant teachers and/or administrators.

INTRODUCTION TO TEACHER LEADERSHIP HANDOUT

Time spent in developing leadership is repaid not once but many times over the years.
Chester Leighty*

What is leadership? Martin writes that "true leadership is that ability to cause others to take initiative, actions, and responsibility for any endeavor and in so doing cause the group to achieve its goals and at the same time make the individuals in the group feel happy about being involved in the process." (1) Initially teachers may find it easier to do a job than to teach another to do it, but the true leader helps others to develop their skills. In this instance the teacher-leader may enhance the assistant's role by encouraging, supporting, and instructing thus strengthening not only the assistant, but the team itself.

Several leadership keys will become apparent as classroom teachers begin to give assistant teachers instructional direction.

1. Effective leaders set the pace--not the boundries for those they lead.
   Teachers should define tasks and responsibilities for assistant teachers not in terms of "my job" and "your job" but in terms of the strengths and abilities of each realizing that both have the "same job", to provide the best instructional setting possible. As the abilities of the assistant teacher grow and develop so too will the job responsibilities.

2. Effective leaders help others feel that their input is important.
   The teacher as leader has ideas and will make suggestions and modifications to the total planning process for the classroom program. At the same time, he/she will also want to receive the ideas of the assistant teacher in an open and receptive manner implementing those which complement the instructional techniques used in the classroom.

3. Effective leaders accept responsibility for helping others develop in an atmosphere of freedom and confidence.
   As assistant teachers become involved in the classroom program and try out new skills and activities they are going to make mistakes. The teacher leader would do well to remember that Mahatma Gandi once wrote that "freedom is not worth having if it does not include the freedom to make mistakes."

*People Working Together, New York: United Neighbors Assn., Philadelphia and the National Federation of Settlements and Neighborhood Centers, 1960.

4. Effective leaders know that it pays to plan.
Teachers and assistant teachers should develop a routine so that a certain time for planning on both a day by day and a weekly basis becomes a part of the instructional schedule. Teachers will want to work with assistant teachers to have work-plans and teaching materials prepared ahead. In so doing both will be ready for last minute changes or problems that may arise.

5. Effective leaders are always learning.
Leaders use their experience, study, and practice to build their skills and prepare for new and more complex tasks. Beal, et. al. identifies five methods that leaders use in learning about and refining their leadership skills:
   a. Study the qualities of recognized leaders.
   b. Study yourself, recognizing your strong and weak points.
   c. Work at being a good follower. Those that cannot obey, cannot effectively lead.
   d. Learn as much as possible about group action making sure you understand your group.
   e. Develop a plan for learning and improvement in leadership. Follow it. (2)

Leadership is not a mystical trait that only certain personalities have. It is a function used to accomplish predetermined goals. The best way to learn to lead is to approach the task with confidence and enthusiasm having prepared and organized thoughts and actions prior to tackling the job. While the degree of leadership ability varies within individuals the typical teacher possesses the insight, wisdom, and sensitivity to address the challenge of leading and supervising assistants. The role is not a new one, but rather one that has been redefined in the light of additional personnel in the classroom.

REFERENCES

1. Martin, Robert. "Is a Teacher a Leader?" The Agricultural Education Magazine, 52:20, March, 1980, p. 20.
2. Beal, J.M. Bohlen and J.N. Raudabaugh. Leadership and Dynamic Group Action. Ames Iowa: The Iowa State University Press, 1962.

This may be disseminated as information to teachers, assistant teachers and/or administrators.

DEFINING THE ROLES OF THE TEACHER-LEADER AND THE ASSISTANT TEACHER HANDOUT

This exercise is designed to develop greater awareness among the teacher and assistant teacher regarding instructional leadership. The open ended situations are to be viewed and responses made from those in the various program roles as directed by the instructions below. The inservice leader may develop various responses that would clarify these general situations defining them more specifically as to pertain to the school district's needs.

*Teachers respond to the following:

If I were an assistant teacher I would like the teacher to be more _____

_____.

_____.

If I were the program administrator I would like the teacher to be more

_____.

_____.

If I were a student I would like the teacher to be more _____

_____

_____.

Becoming an instructional leader means _____

_____

_____.

If I were the assistant teacher I would appreciate the teacher being _____

_____

_____.

If I were the program administrator I would appreciate the teacher being

_____

_____.

If I were a student I would appreciate the teacher being _____

_____.

My greatest weakness as a teacher leader is _____

_____.

My greatest strength as a teacher leader is _____

_____.

*Assistant Teachers repond to the following:

If I were the teacher I would like the assistant teacher to be more _____

_____

_____.

If I were the program administrator I would like the assistant teacher to be more _____

_____.

If I were the student I would like the assistant teacher to be more _____

_____

_____.

Being the follower in the team situation I can best help the team leader by

_____

_____.

If I were the teacher I would appreciate the assistant teacher being _____

_____.

If I were the program administrator I would appreciate the assistant teacher being _____

_____.

If I were the student I would appreciate the assistant teacher being _____

_____

_____.

My greatest weakness as an assistant teacher is _____

_____.

_____.

My greatest strength as an assistant teacher is _____

_____

_____.

Upon completion of the exercise the inservice director requests the papers be collected. The director allows the group a short break. During the break, the papers are reviewed and lists of the answers make on newsprint or posterboard. Similarities and differences of answers should be noted as relating to the position of the person answering.

Upon calling the group back together, a discussion of the responses is lead by the inservice director. Possible points and/or questions that may be raised depending upon responses are:

* Is it the best for the assistant to always copy the teacher's methods of instruction?

* Should the teacher insist that the assistant teacher work with every group of children sometime during the instructional day?

* Is it necessary for the team to plan everyday? Must planning always refer to lesson construction for the next day(s)? If not, what other topics could the teacher discuss?

* Is the assistant teacher making a difference in how the classroom teacher views himself/herself?

* Is the instructional leader one who never utilizes the suggestions of others if those suggestions do not relate to the objectives at hand, or would the leader attempt to modify the suggestions to fit the instructional plans for the day and/or week?

After discussion of the responses a master list of sound leadership characteristics as perceived by those participating may be compiled and disseminated to each team. The same may be done for positive characteristics of those who are team members, in this case, assistant teachers. This identification process by both team members may serve to stimulate thinking regarding team dynamics and assist team members in gaining a stronger identify in their new roles.

FOLLOW-UP ACTIVITIES FOR TEACHERS, ASSISTANT TEACHERS AND ADMINISTRATORS

1. After viewing the video tape, teacher and assistant teacher teams form small groups to discuss ways for the team to communicate using non-verbal techniques during the school day. Request that a recorder list the suggested techinques for presentation to the large group.

   a. After viewing the videotape, teacher and assistant teacher teams may also discuss in their small group settings types of non-verbal communication techniques the team may use in managing the classroom. These techniques may be listed and discussed in a large group session.

2. Divide the group into three groups - teachers, assistant teachers, and administrators. Give each person a 3x5 note card and ask them to list three leadership traits they consider essential if the teacher/assistant teacher program is to function effectively. It is not necessary they sign the card, only letter them with T for teacher, AT for assistant teacher and AD for administrator. After the group members complete the task, collect the cards. Hand out cards answered by teachers to the assistants and administrators. Responses from assistants should be given to teachers and administrators and administrator's reactions disseminated to teachers or assistants. Ask various participants to read out the code letter (T, AT, AD) and then the response. Encourage discussion as various cards are read. Note similarities and differences in perceptions based upon the person's position who responded.

3. Request teaching teams to bring teacher's manuals in math or reading to the session. Predetermine one concept or objective from the manual and after stating the objective to the teams, request they develop three activities as possible instructional vehicles for teaching the concept to the children. Ask them to prioritize the activities listing which would be used first, and then the two alternatives. Encourage the development of activities exemplifying different learning theories.

FOLLOW-UP ACTIVITIES
TEACHERS AND ADMINISTRATORS

The following activities may be used to promote greater understanding among teachers and administrators regarding the leadership role.

1. Ask the large group to name behaviors exhibited by teachers and administrators they believe reflect a understanding of the leadership role. (Examples could be: communicating pertinent information to the team members and sharing the work load.) After the list is compiled select several behaviors and structure role play situations to further illustrate.

2. After viewing the videotape establish serveral small groups of teachers and administrators to discuss differences between "bossy" classroom behaviors and those which would be regarded as behaviors illustrating classroom leadership behavior. Compare the classroom leadership behaviors with those previously listed as leadership behaviors. Note and discuss the similarities and differences that may exist.

SECTION IV

APPENDICES

APPENDIX A

CHILD OBSERVATION FORMAT
[A watch with a second hand is required to access students accurately]

Name of Child _____ Observer _____

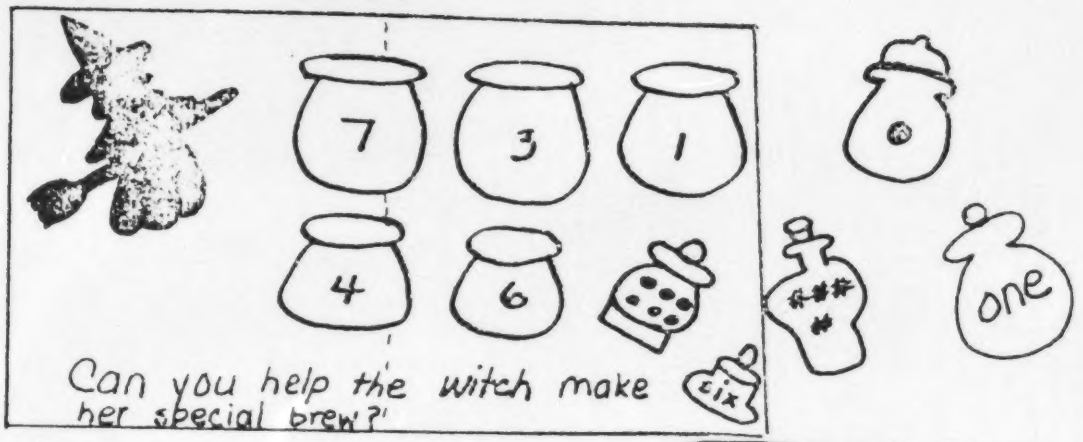
Date(s) _____ Time(s) of Day _____ Subject(s) _____

OBSERVED BEHAVIORS	5 Second Observation		10 Second Observation		30 Second Observation	
	Independent Work Task	Teacher Directed Task	Independent Work Task	Teacher Directed Task	Independent Work Task	Teacher Directed Task
Looking at teacher						
Looking at book						
Looking at worksheet						
Looking at chalkboard						
Looking out window or straight ahead						
Looking at peers (not work related/work related)						
Looking at non-instructional books or materials						
Solving problems using paper and pencil						
Underlining information relating to lesson						
Circling information relating to lesson						
Moving lips while reading information relating to lesson						
Manipulating instructional aids in conjunction with lesson						
Manipulating instructional aids not in conjunction with lesson						
Manipulating non-instructional materials						
Discussing with teacher or assistant, lesson material						
Discussing with peer(s) lesson material						
Asking questions of teacher or assistant concerning lesson material						
Asking questions of peer(s) concerning lesson material						
Discussing with teacher or assistant, topics not relating to lesson						
Discussing with peer(s) topics not relating to lesson						
Sharpening a pencil						
Walking around room without purpose						
Solving problems through verbal discussion with teachers/peers						
Physically touching, poking or pulling peers while they are on-task/taking materials from on-task peers						

Check behaviors observed when watching student for designated time. The observation(s) should be made during a variety of learning situations. One form may be used for two observation periods. It is important to note that teachers and/or assistants should **not** devote a large amount of instructional time to score forms. Mental notations on the part of the team and prompt return to task by the student is of primary importance.

The number of times behavior is observed during time period may be measured by number of checks given.

APPENDIX B



WITCHES BREW
(Folder Game)

Cut out a witch and several witches pots from black construction paper. On the witches pots write numbers one through ten. Glue witch and pots to a file folder, cover with clear contact or laminate. Cut out witches potion bottles and print math facts on them, dots, symbols, words, etc. Cover with clear contact Cut out and place in envelope on back of file folder. Play game by placing the correct potion bottle into the witches pot with the same math fact on it.

Pattern for Witches Pots

Judy Kirk, Coordinator
Union County Child Development

Patterns for witch and bottles on next page.

GOBLIN IN THE DARK
(Tune. Farmer in the Dell)

The Goblin in the dark
The Goblin in the dark
Hi! Ho! On Halloween;
The Goblin in the Dark

The Goblin takes a witch
The Witch takes a Ghost
The Ghost takes a Cat
They all screech and scream
They all screech and scream
Hi! Ho! On Halloween, They all screech and scream. BOO!!!

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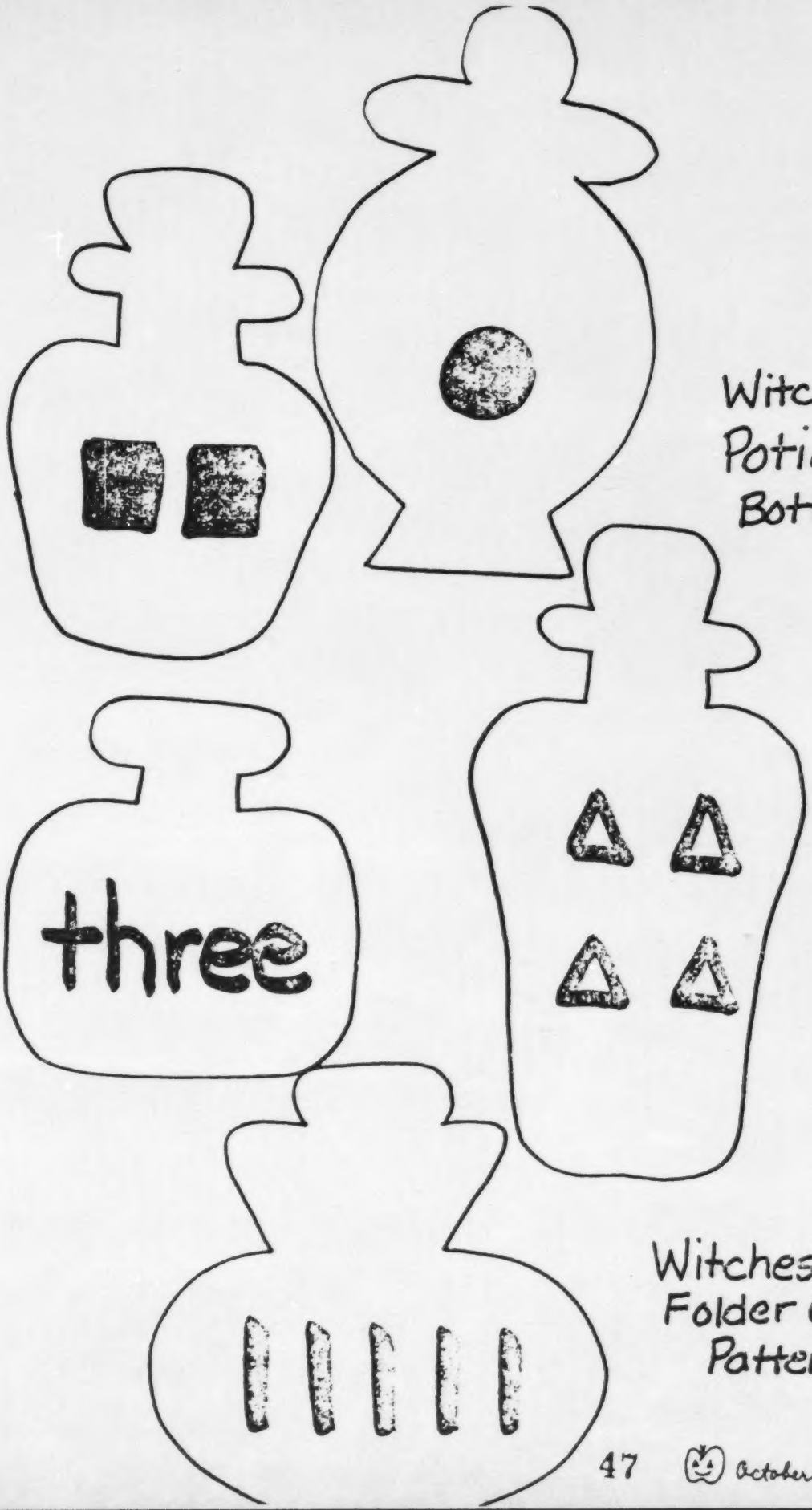
Witches Brew Folder Game Patterns



Witches Potion Bottles

Witches Brew Folder Game Patterns

MISSING VOWEL CARD

Purpose: To recognize the sound of vowels in the middle of a word.

Materials: Poster board, contact paper, magnetic strips, magic markers, paper clips.

Procedure: Base word cards are made with one vowel missing. Where the vowel belongs glue a magnetic strip. Then make vowel cards that will fit into the missing space. On the back of each vowel card glue a paper clip. The child then decides which vowel will make a word he can recognize and places it in the correct space.

Variation: Use words with the unglided vowel sound.

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GERTRUDE GOOSE
Number Recognition

OBJECTIVE: The student will be able to match numerals to number sets that represent the same number.

DIRECTIONS: Gertrude Goose and her friends need your help. They seem to be losing their heads! They are in an awful fix. Look at the number sets on the neck of each goose. Find the correct bottom for each goose by matching each set to the right number.

HOW TO MAKE: Trace ten geese. Cut each goose in half. Cut all of the geese differently so the students will be matching puzzle shapes as well as numbers and sets. On the bottom half of each goose print a number that corresponds to each set. Glue the objective and the directions onto the learning activity container.

Taken from
All Aboard for
Readiness Skills
by Patti Carson
and Janet Pellosa

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